DOCUMENT RESUME

ED 145 283 CG 011 212

AUTHOR Dunkel, Raylie
TITLE High School Counselor's Attitudes and Information Towards Girls and Career Development.
PUB DATE Dec 74
NOTE 63p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Behavior Change; Career Choice; *Counseling Goals; *Counselor Attitudes; *Females; Learning; Manuals; Secondary School Students; *Sex Discrimination; State of the Art Reviews; *Vocational Development

ABSTRACT

This article examines many facets of counselors' attitudes and information towards girls and their career development, including a review of literature, a brief history of sex role development and perception, institutionalized sexism and counselors' attitudes. An analysis of counselors' attitudes was performed with the aid of a detailed questionnaire which is included, along with statistics, explanations and interpretations of the data. A lengthy bibliography is appended. (MML)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145283

HIGH SCHOOL COUNSELOR'S' ATTITUDES AND INFORMATION TOWARDS GIRLS AND CAREER DEVELOPMENT

A Thesis
Presented to
the Faculty of the Graduate School
Kean College of New Jersey

In Partial Fulfillment of
the Requirements for the Degree
Master of Arts
in
Student Personnel Services

by
Raylie Dunkel
December 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Raylie Dunkel
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Approved
Ruth E. Ward
December 1974

CG011212

TABLE OF CONTENTS

	Page
CHAPTER I - INTRODUCTION	1
Hypothesis	5
Purpose of Study	5
Method of Study	6
Limitations	7
Definitions	8
CHAPTER II - REVIEW OF LITERATURE	11
Sex Role Development and Perception	11
Sex Role Stereotyping	14
Sexism In The Schools	20
Counselors' Attitudes	28
New Programs	34
CHAPTER III - THE STUDY	39
CHAPTER IV - DEVELOPMENT	45
CHAPTER V - CONCLUSIONS	48
Summary	48
Implications	51
BIBLIOGRAPHY	53
APPENDIX	57

CHAPTER I

INTRODUCTION AND DEFINITION OF TERMS

It has been traditionally assumed that young girls grow up to be housewives and mothers. Those who wanted a professional career were seen as deviating from the norm. Yet nine out of ten women in the United States will be gainfully employed sometime during their lives. Of the women in this country between 18 and 65 years of age, over 50% or 33 million women are in the civilian labor force today. These women represent a cross section of all the women in the nation. They represent every race, color, marital status and living style.[1]

Yet, in spite of the high percentage of women in the work force today, few girls leave school, at any level, with clear and realistic career plans. Women's career choices have shown the greatest instability between the 12th grade and the 5 year period after high school. Astin and Myint studied the Project Talent data bank and found that nearly half the studied population changed career plans within five years after high school graduation. Evidence that shows limited vocational planning for girls is available. It has

---

[1]U.S. Department of Labor, Women Workers Today, (Washington: Women's Bureau, 1973 revised) pp. 1.

shown that girls do not choose college majors with vocational implications.[2]

Besides being unstable in their career choices, women have consistently occupied positions of lower prestige, status and salary than men. The U.S. Department of Labor speaks of the employment characteristics of women workers in the following way: "The occupational distribution of women is very different from that of men.....Women are more apt to be white collar workers, but the jobs that they hold are usually less skilled and pay less than those of men. Women professional workers are most likely to be teachers, nurses and other health workers while men are most frequently employed in professions other than teaching and health. Women are less likely to be managers and officials and are far more likely to be clerical workers".[3]

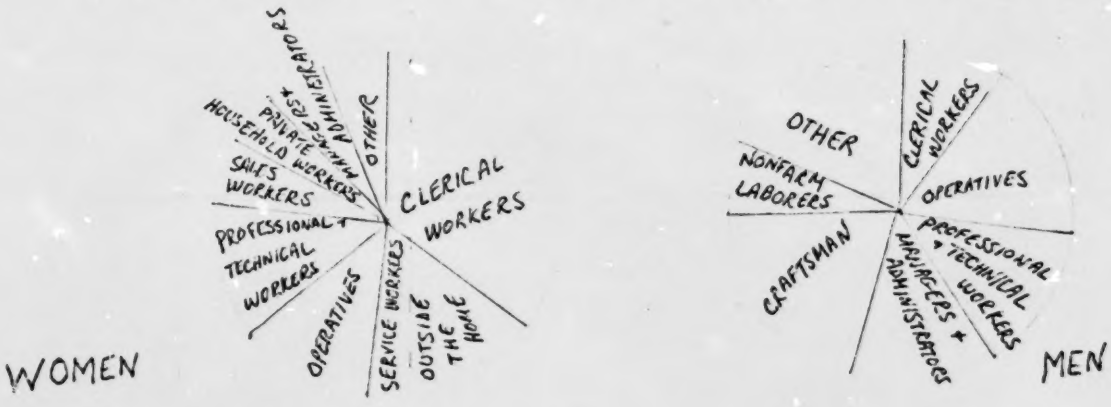

Figure 1
Occupational Distribution of Men and Women[4]

---

[2]Lewis E. Patterson, "Girls Careers-Expression of Identity" Vocational Guidance Quarterly, 21: 268-75 J 73 p. 269

[3]U.S. Department of Labor, Women Workers Today, (Washington: Women's Bureau, 1973, revised) p. 5

4 Ibid., p. 5

Unemployment rates are consistently higher for women than men. Among workers fully employed the year round, women's median earnings were only three fifths of those of men. This doesn't necessarily mean that there is a wage difference within the same job but rather within the same broad field of employment. This is due to the relative positions of status and salary that women hold in an area as compared with men.

But the outlook for women workers is good. Due to shortages of skilled workers in professional, technical, managerial, clerical and service areas, opportunities will exist for women to enter these fields. Legislation enacted to bar sex discrimination in employment and training will provide opportunities for women to enter more diversified jobs and advance to higher skill levels. New fields of employment are being created constantly where women can compete on more equal ground than in traditional occupations. Finally, the greater longevity of women, coupled with the trend to smaller families, will create a potential work force of women far greater than today.

The occupational outlook should not be any different for women that it is for men. But this is not part of the reality of the world of work today. In order for this to become a fact certain criteria must be met.

"First, women need better career planning and counseling. They should be encouraged to develop personal goals based on

occupational information that will enable them to compete for good jobs in light of their abilities, desires and training. Career guidance should begin at the junior high school level, or even at the elementary school level, with the assistance of counselors, teachers and parents.

Second, some women must change their career aspirations. Since openings in the usual "women's" occupations will not be sufficient to supply jobs for all women seeking work, they must choose alternatives in non traditional occupations.

Third, women must fully utilize the sources of legal protection and assistance which are available to them.

Fourth, and possibly one of the most difficult areas to deal with, is the need to change employer attitudes with respect to women's roles and desire to work."[5]

The basic and underlying concept in changing women's roles is the guidance that she receives while she is developing a self concept. Only through a slow inculcation process will potential women workers and employers of women come to realize that the difference between women's work and men"s work is nonexistant. This process will have to be accomplished through the home and the schools. It will be the attitudes of those people who create these institutions that will affect the change that is necessary.

Parents and teachers are pervasive and important sources

---

[5]U.S. Department of Labor, Careers For Women In the 70"s, (Washington: Women's Bureau, 1973) p. 11.

of information for children but vocational information is usually in the realm of the guidance counselor. It is the guidance counselor that the students seek out on a formal basis to ask questions as to what is available to them in the world of work. The counselor's personal biases, as well as the information that he chooses to make available will dramatically affect how his students will spend their academic and vocational life. How these processes particularly affect women is the main concern of the author.

Hypothesis

The author believes that in most instances the information and guidance that is given to girls is not the same as is given to boys. Girls are not given the same education, information and attention regarding career development that boys are. With respect to locating and developing talents and the methods of applying these talents, boys and girls are not treated equally.

Purpose of the Study

The purpose of the study is to determine:

1) the extent to which this problem is seen to exist by published experts in the field

2) the attitudes and information that the high school counselors in Monmouth County, New Jersey, have towards girls and their career development

3) the new programs and techniques that are in practice and being developed to deal with this problem

Method of the Study

The study and support of the issues was handled in two ways. First, through a survey of the current information available, and, second, through a survey of the guidance counselors in Monmouth County, N.J. The survey of written material was done in order to examine and discuss the following issues:

1) sex role development and perception

2) sex role stereotyping and conflicts in career awareness

3) sexism in the public schools

4) counselors' attitudes toward boys and girls in regard to career development

5) new programs and tools to measure and improve career development methods.

The survey of the guidance counselors in Monmouth County, N.J., was conducted via a questionnaire. The questionnaire was designed to measure the vocational attitudes and information that high school counselors have in dealing with girls. This questionnaire was issued through Brookdale Community College as part of an effort that they were making to survey and improve counseling methods in the county. The results and implications of the questionnaire are discussed in a subsequent chapter.

Limitations

The basic limitation in using the results of the questionnaire presented in this study concerns a problem of a skewed sample. Because of the nature of the material being covered there is a basic assumption that must be made regarding the participant. Anyone who is inclined to answer and return such a questionnaire must have a basic interest in the material that is covered by it. Therefore, it must be assumed that the participant has put some time and thought into the study of the issues. It indicates a basic awareness of the problem. The questioning of the traditional roles that has taken place puts his attitudes and information on the positive side of the scale. Any statistical work on the results of the questionnaire has incorporated this positive effect into it.

Another area of limitation is that of time and space. While the guidance counselor is responsible for career development, the responsibility is not exclusive. By the time a girl reaches the counselor's office for career information, she has gone through a process of inculcation that has lasted approximately 15 years. The effects of innate abilities, parents, teachers, books, television, peer groups, socio-economic status, etc., have made their impression on the way that she sees her role in the working world. These are the factors that the counselor must deal with in career guidance. These factors are important but are largely immeasurable in

terms of the instrument being used in this study. Therefore, the study of the counselor's attitudes and information was chosen because it is a limited, recognizable, accessible, measurable and professional factor in the career development of a girl. The implication is that the counselor is not the factor that is solely responsible for the career choice that a girl makes, but rather is usually the only professional aspect involved.

Definitions

Occupation, career, vocation - used interchangeably. Occupation is the most specific of these meaning employed activity in which the tasks involved are similar from situation to situation. Career, a broader term, includes activities outside the job and denotes a kind of general life pattern. Vocation is also broad but connotes a sense of life purpose or mission, a raison d'etre. In this sense of the word vocation includes both employed and non-employed activities in a life pattern which is deliberately purposeful.[6]

Career development - those aspects of continuous unbroken flow of a person's experience that are of relevance to his fashioning of an identity "at work".[7]

---

[6] William E. Hopke, Personnel and Guidance Terms, (Chicago, J.G. Ferguson Publishing Co., 1968), citing Gilbert C. Wrenn "Human Values and Work in American Life" in Henry Borow (ed.) Man in a World At Work. (Boston, Houghton, Mifflin Co., 1964).

[7] Ibid., citing David V. Tiedman and Robert P.O'Hara, Career Development: Choice and Adjustment, (New York, College Entrance Examination Board, 1963).

Vocational guidance - this phase of the guidance program that centers around assisting students with plans for a career or vocation. It involves not only assessing the vocational traits and abilities of students but also acquainting them with occupational information appropriate to their needs. Another function is that of providing an opportunity for students to examine carefully their vocational potentialities in relation to available vocational fields of work.[8]

Self concept - the picture an individual has of himself along with his evaluation of this picture.[8]

Stereotypes - (occupational and educational) represents a counselee's perception of work and schools and they are important in his exploration of occupational and educational roles.[9]

Attitudes - a consistent, learned, emotionalized predisposition to respond in a particular way to a given object, person, or situation.[10]

Sexism - the basic idea is that for women - although no longer for other human groups - biology is destiny. Woman

---

[8]Ibid., citing Buford Stefflre (ed.) Theories of Counseling, (New York, McGraw Hill Inc., 1965).

[9]Ibid., citing Max F. Baer and Edward C. Roeber, Occupational Information: The Dynamics of Its Nature and Use, (Chicago, Science Research Associates, Inc., 1964).

[10]Ibid., citing James C. Coleman, Abnormal Psychology and Modern Life, (Glenview, Ill., Scott Foresman and Co., 1964)

is supposed to be more emotional than man, less aggressive, but also more devious and superior, naturally, in possession of that mysterious feminine quality, intuition.... Woman is different from man, in psychological as well as biological make-up, and that she consequently has a different role to play in the human environment.[11]

Sex-role identity - is developed according to how well his biological and psychological characteristics correspond to his or her concept of the ideal male or female. These standards are learned through the education process, the media, the church and finally, peer groups.[12]

---

[11]Kirsten Amundsen, The Silenced Majority, (Englewood Cliffs, N.J., Prentice Hall, Inc., 1971) p. 108

[12]Ibid., p. 116

CHAPTER II

REVIEW OF LITERATURE

Career counseling for girls is a complex situation made up of many integrated and interdependent phenomenon. In order to investigate various aspects of the situation the review of literature will be broken into the following categories:

1) Sex role development and perception.
2) Sex role stereotyping and conflicts in career awareness.
3) Sexism in the schools.
4) Counselors attitudes.
5) New programs.

1) Sex Role Development and Perception

Children aren't born with set modes of expected sex role behavior that coincides with their sex. The manner in which boys and girls, and later men and women, behave are acquired from the society around them.

Sverre Brun-Gulradsen states:

> Psychological differences between the sexes always imply the possibility that they may stem from biological differences, i.e. that they may be genetically sex linked.....A better approach to our problem would therefore be to study the extent to which actual differences in behaviour and attitudes between the sexes can be traced to environmental influences.[1]

---

[1] Sverre Brun-Gulbrandsen, "Sex Roles & the Socialization Process", The Changing Roles of Men & Women, Edmund Dahlstrom, (Boston: Beacon Press, 1971) P. 62

> This is not simply a question of formal education; it is primarily one of acquiring behaviour and attitude patterns, learning habits and values which allow an individual to live in a complex society without being drawn into too many or too deep conflicts.[2]

The assumption is that children learn their behavior from their surroundings. The learning process is subtle and pervasive. It starts at birth and never stops. Brun states:

> Children must learn to behave in certain ways in certain situations. They learn these norms through innumerable environmental influences but particularly from their rearers as these 'norm-senders' encourage certain forms of behaviour on the part of the 'norm-receivers'. Behaviour conforming to these norms is rewarded; behaviour deviating from these norms is punished.[3]

The people and factors that influence this socialization process are numerous. "Parents are usually the most important intermediaries in the socialization process... They also subject their children to a number of unconscious influences which are quite as important as those which are conscious and planned."[4] The parents are the primary source in this process but as the child grows his sphere of people and influences grows. "Children come into contact with their peers, with adult neighbours, with school teachers and others who, on the whole, subject them to more or less telling influences."[5]

---

[2]Ibid, p. 59

[3]Ibid, p. 61

[4]Ibid, p. 59

[5]Ibid, p. 59

Granted that modes of behavior are acquired and that men and women act differently, then the next assumption is that there are different modes encouraged for boys and for girls. In "Feminity in American Women: The Influence of Education" Esther Westervelt states "In all human societies sex is one of two major categories used in ascribing social roles; age is the other".[6]

Sven Brun-Gulbrandsen conducted an investigation in Norway in which 95% of the mothers who participated stated that both boys and girls should be brought up in a similar manner. Yet, as the investigation continued

> ...the authors found evidence of remarkable differences between the treatment accorded to boys and that to girls. They found that the mothers treated boys with more emotional 'warmth', gave in to them more easily and punished them less severely than girls. They found expressions of the same tendencies in their interviews with the fathers, though these were less clear. The fathers too appeared to treat the boys with more warmth, gave greater consideration to their wishes and controlled them less than the girls.[7]

The authors of that investigation found clear

> ...indication that the sex of the child determines manner of its upbringing and that differentiated treatment starts at a very early stage even though parents may not be entirely aware of the process... On the whole, boys are rewarded for behaviour which conforms to the pattern thought suitable for boys by the parents and punished for behaviour deviating from this pattern. The same is true for girls.
>
> This process creates at a fairly early stage a rather clear and somewhat stereotyped image in the

---

[6] Esther Manning Westervelt, "Femininity in American Women: The Influence of Education" Journal of National Assn. of Women Deans, Administrators & Counselors, 35 (Fall, 1971)

[7] Sverre Brun-Gulbrandsen, "Sex Roles & The Socialization Process", The Changing Roles of Men & Women, Edmund Dahlstrom, (Boston: Beacon Press, 1971) p. 65

> minds of individuals of both sexes of what boys and girls are, how they behave and how they ought to behave. In other words, boys as well as girls learn very early in life the basic pattern of social sex roles and the differences between these sex roles. These images may become clearer and more elaborate at a later stage, but their pattern appears to be assimilated as early as in the primary school ages.[8]

This author's investigations conducted with nursery school children ages 3-4, found that without exception the children saw strong traditional sex role stereotyping of the children's images of their parents' roles. This was true even in homes where the mother worked outside the home. The implication is that social influences are strong and pervasive. The images are developed at a very early age, suggesting a very strong role played by the media in conjunction with parents.

2) Sex Role Stereotyping And Conflicts in Career Awareness

As established in the preceding discussion role development starts very early in life. One of the major considerations of sex role is the type of job or career that one pursues.

> Children learn to recognize, express, and understand their feelings. They relate these feelings to their development as persons. Through experiential activities, they learn how each person is similar and yet different from everyone else. These concepts are then related to the world of work, including the exploration of sex roles in society.[9]

---

[8] Ibid.

[9] Peter Kulunian and others, "The Counselor's Workshop: Sex Role Stereotyping in Career Awareness", Elementary School Guidance & Counseling, 8, (Dec. 73) 136

> The problem is attributed not only to attitudes that are developed early in life, by both boys and girls, but also to the limited goals and aspirations that young girls have as they move through school.[10]

Esther Westervelt states "By the time many little girls enter elementary school they have already acquired from parents, television, and so on the nucleus of a model for sex differences in roles and behaviors. This model gains new dimensions in the elementary school."[11]

The processes that influence children in school are similar to those before school only that the peer group, media (texts, films, books, etc.) and teachers attitudes are now stronger influences than parents.

Myra and David Sadker in "Sexism in Schools: An Issue for the 70's" explore the influences working on children in school to develop stereotyped role behavior. They feel that "Throughout the school experiences boys and girls are taught lessons in sexual inequality. At times these lessons are overt; at other times the message is more subtle."[12]

In an exploration of teachers' attitudes towards children "...junior high school teachers were asked to select adjectives that they felt described good male and good female students.

---

[10] Ibid., p.135

[11] Esther Manning Westervelt, "Femininity in American Women: The Influence of Education", Journal of the National Assn. Of Women Deans, Administrators and Counselors 35 (Fall,1971) 6

[12] Myra & David Sadker, "Sexism in Schools: An Issue For the 70's" Journal of Women Deans, Administrators & Counselors, 37 (Winter, 1974) 69

Adjectives Describing Good Female Students		Adjectives Describing Good Male Students	
Appreciative	Sensitive	Active	Energetic
Calm	Dependable	Adventurous	Enterprising
Conscientious	Efficient	Aggressive	Frank
Considerate	Mature	Assertive	Independent
Cooperative	Obliging	Curious	Inventive
Mannerly	Thorough		
Poised			

> These lists form a catalogue of sex stereotypes, and through a myriad of nonverbal ways, teachers transmit these sex-typed expectations to their students...By facial expression, posture, and a variety of other nonverbal cues, teachers communicate their expectations to children...Messages of sex expectation are also transmitted signals which deny a whole range of opinions to both boys and girls.[13]

The teacher's attitudes and language in dealing with boys and girls are also used in different patterns.

> ....studies have revealed that teachers speak to boys and girls in very different ways. Boys are the recipients of more disapproval than are girls, and they receive eight to ten times more control messages...This research suggests that many boys suffer punitive experiences within the classroom situation...boys receive more of the teacher's attention than do girls... One consequence might be a cumulative increase in independent, autonomous behavior by boys when they are disapproved, praised, listened to, and taught more actively by the teacher... Years of pre-school training have encouraged young boys to be independent, active, and assertive; elementary school norms reward passivity and docility...This emphasis on docility and passivity becomes a constant pattern for girls throughout the school years. The young girl, in order to obtain rewards, relinquishes her free and independent behavior...[14]

---

[13] Ibid., p. 70

[14] Ibid., p. 70

This differential treatment comes into full play when boys and girls make some type of career plans. Patterson in "Girls Careers Expression of Identity" addresses himself to this problem.

> Stefflre suggests that career is most "psychologically central" for the masculine sex, the middle class, and Western culture. Thus, being female seems automatically to delete one impetus for career centrality, and being female and a member of either the disadvantaged or the advantaged social class would relegate career to a comparatively insignificant part of the psyche....The demands of home and family are often in conflict with the demands of employment for men as well as for women. In the case of women, however, the cultural expectations of the domestic role, as well as the physiological fact of childbearing, impose far greater limitations on the vocational role.[15]

Patterson feels that there are two elements of intrapsychic conflicts in the vocational development of girls, nurturance and competitive achievement. These roles are often contradictory in a girl's personal mind and society's collective mind. But while they are both in conflict, they must both be faced and dealt with at some point in a girl's life.

> Girls can resolve the conflict imposed by the two potential identities and can seek fulfillment in several ways:
> Accept the sex role, being exclusively a wife and mother.
> Accept the competitive achievement role (career) with marriage but with little expenditure of psychic energy on the nurturant aspects of marriage.
> Attempt to balance both roles so as to gain fulfillment through both nurturant and competitive achievement activities.[16]

---

[15] Lewis E, Patterson, "Girls' Careers-Expression of Identity", Vocational Guidance Quarterly, 21 (June, 1973), 270

[16] Ibid., p. 271

By the time a girl faces vocational counseling she is fully aware of her "sexuality and related sex role, which in American culture has not typically included vocation as an integral element".[17]

Esther Westervelt sees an additional external problem in vocational counseling

> Both teachers and guidance counselors in high schools are more apt than not to encourage different career aspirations for girls than for boys. They also encourage girls to keep their aspirations at lower levels and even to avoid the kinds of preparation that would lead them into the sciences, engineering and such....By the time a girl enters college, if she does, she is more than apt to have had her career expectations lowered and her interest in marriage increased.[18]

Aside from the counselor's views of women, which will be discussed later, the way in which the girl sees the relationship between sex role and occupational role is one of the underlying factors in her choice of occupation. George Psathas states

> while many factors are ultimately related to work orientations and subsequent occupational "decisions" the effect of these variables is mediated by the sex role...Social and technological changes have led to a general expansion in women's employment. While this is true, the occupational structure of American society is still largely divided into some jobs considered as primarily "male" and others as "female".[19]

---

[17] Ibid., p. 272

[18] Esther Manning Westervelt, "Femininity in American Women: The Influence of Education", Journal of the National Assn. of Women Deans, Administrators & Counselors, 35 (Fall,1971)8

[19] George Psathas, "Toward a Theory of Occupational Choice for Women", Vocational Guidance & Career Development of Women, Herman J. Peters & James C. Hansen, (N.Y. McMillan Co., 1971) p. 423

This has led to women being employed in a narrow range of occupations. The idea of what a girl thinks is a job right or wrong for a woman is a tremendous influence on how she perceives herself in the working world.

How a girl thinks others will think of her in a certain occupation will greatly delineate her choice. The acceptance of women in what are traditionally male jobs is still not a reality of equality. While women are freer now to enter more fields the attitudes toward women in them might be more than many capable girls are able to handle. There still exists a double standard of attitudes towards people in various positions. This is a deciding factor in a girl's perception of her career awareness. This double standard is succinctly expressed in a poem by Dollie Cole entitled "Double Crossed by the Double Standard".

> A businessman is aggressive; a businesswoman is pushy.
> A well-dressed businessman is fashionable; a businesswoman is a clotheshorse.
> He loses his temper because he's so involved with his job; she's bitchy.
> He gets depressed from work pressures; she has menstrual tension.
> He's a man of the world; she's been around.
> He's confident; she's conceited.
> He drinks because of excessive work pressure; she's a lush.
> He's a stern taskmaster; she's impossible to work for.
> He's enthusiastic; she's emotional. [20]

---

[20] Dollie Cole, "Double Crossed by the Double Standard", Ladies Home Journal, XCL, 9 (Sept. 1974) 154

New status relationships are needed so that a girl will see herself and her potential position differently when approaching the world of work. Richard Mowsesian in "Educational and Career Aspirations of High School Females" states

> The readjustment to the female's work role can be painful for both sexes, and "several decades will be necessary to bring acceptance of new responsibilities and new status relationships which the education of women and their employment outside the home have thrust upon both sexes". [21]

3) Sexism in the Schools

The way in which a woman perceives herself in the world of work is largely made up by the world's perception of her working. Much of this impression is made during her school years. The statement of sexual policy is never an overtone. The message is none the less clearly made in two subtle ways - (a) the hiring and staffing procedures of the schools and (b) the curriculum policy of the schools.

(a) Staffing Procedures

The stereotypes and traditional hiring practices are clearly evident in the school system, ironically one of the traditionally female professions

> Although the female teacher is often the leader of the classroom, her superior - the one issuing the directives and making decisions - is a man... The

---

[21] Richard Mowsesion, "Educational & Career Aspirations of High School Females", Journal of the National Assn. of Women Deans, Administrators & Counselors, 35 (Winter,72) 65

> staffing patterns in school serve to prepare students to accept the inequalities that society practices. For example:
>
> In 1928, 55% of elementary principals were women; in 1966, this figure was down to 40%; by 1971, it had been reduced to only 22%.
> In 1960, more than 50% of all school boards, the organization responsible for policy and budget decisions, had not even one woman member.
> In 1971, men accounted for over 99% of superintendents of schools.[22]

The staffing practices in non-supervisory positions also reflect the inequalities of society. The number of men teachers increases with grade level and, therefore, the increasing proportion of men coincides with the increasing complexity of the material being taught. There is also a corresponding increase in men teachers as the subjects become more technical in math and sciences. The implication of this practice is clearly that women are not capable of mastering or teaching these subjects. The entire industrial arts program states, through its teaching staff, that women need not apply. Ms. Mary G. Good in an article entitled "Where Have All the Young Girls Gone?" states that the goal of the industrial arts program is

> to prepare all students to function efficiently in tomorrow's highly sophisticated, technical, change oriented society....Yet the percentage of female students scheduled into regular industrial arts course...is embarrassingly low. And women industrial arts teachers are still rare enough to be considered newsworthy. Why the gap between goal and practice?"[23]

---

[22] Sadker, op. cit. 71

[23] Mary G. Good, "Where Have All The Young Girls Gone?" Man/Society/Technology, 33 (Jan.1974)100

In "Training Woman to Know Her Place - the Social Antecedents of Women in the World of Work", Sandra and Daryl Bem in discussing the decision making process and goal aspirations of women state. "Women desperately need to have successful role models available to them as they begin to make their life decisions". [24] Obviously, the successful role models in the school setting where the decision making process is developed, are the supervisors, deans, principals and superintendents.

> Thus through staffing practices as well as interaction patterns and teacher expectations, schools continually send messages to children that help prepare them to assume sex stereotypes and perpetuate a society based on sexual inequality".[25]

(b) School And Curriculum Policy

Sexism in curriculum covers two areas: (1) What is actually written and illustrated in the texts being used, and (2) the segregation of sexes into different classes, courses and schools.

Probably the most subtle encompassing and pervasive aspect of sex role stereotyping is what children see in the books that they are given to read. Sandra and Daryl Bem state

> As children begin to read, the storybook characters become the images and the models that little boys and girls aspire to become.[26]

---

[24] Sandra & Daryl Bem, "Training Woman to Know Her Place - The Social Antecedent of Women in the World of Work", Pa. Dept. of Ed., Harrisburg, Pa., 1973) p. 21 ERIC #ED082098

[25] Sadker, loc. cit.

[26] Bem, op. cit. p. 6

Myra and David Sadker see it in similar terms:

> Whenever students open their school texts to learn about reading or math, history or psychology, they also frequently learn lessons about sex stereotypes. For example, one committee of feminists analyzed 144 basic reading texts used in schools throughout the country and found 881 stories in which boys were the main figure and only 344 in which girls functioned as the main character. The committee also found a striking disparity between "male activities" and "female activities".[27]

Another researcher, Marjorie U'Ren has found "that female characters in basic reading texts are depicted as having less perseverance and moral strength than men".[28] In general "most materials, at all levels of education and in all content areas, exclude women or portray them as helpless, passive, and insignificant".[29]

This bias doesn't stop on the elementary level. The problem becomes compounded in high school. In the high school history curriculum, the history of women is all but eliminated in both the aspect of a living companion to men as well as those areas that deal uniquely with women, such as the suffrage movement.

Janice Trecker concludes that "texts present U.S. history as exactly that - man's story, and that students

---

[27] Sadker, loc. cit.

[28] Sadker, op. cit. 72, citing M. U'Ren, The Image of Women in Textbooks in V. Gornick & B. Moran (Eds.), Women in Sexist Society, N.Y.: Basic Book, 1971, pp. 218-225

[29] Myra & David Sadker, "Symposium on Equality" Today's Education, 63:2 (March-April 74) 81

reading such texts will hold a limited and erroneous concept of the part women played in our country's development".[30]

The segregation of the sexes becomes less subtle as the grades increase. It is initiated in such practices as boys and girls lining up in separate queues and being pitted against each other in separate academic teams. The practice develops into separate courses and requirements for boys and girls on the high school level. Myra and David Sadker state

> When separation becomes formally institutionalized, its effects are much more harmful. Segregated courses are still prevalent, and in many schools all girls, despite interests and aptitudes, are required to take home economics; they are not allowed to attend shop or industrial arts courses. Through this artificial division of labor, sex stereotypes are reinforced and exaggerated.[31]

Probably this type of reinforcement is most prevalent in the physical education and industrial arts department. Far less money is spent on girls' sports activities than boys. "...budget allotments for physical education programs have been analyzed, and figures for one city school system indicated that 20 times more money was routinely spent on male athletics as compared to female athletics".[32]

---

[30] Sadker, "Sexism", op. cit. 72, citing J. Trecker "Women in U.S. History Textbooks, Social Education, 1971, 35 (3), 249

[31] Sadker, loc. cit.

[32] Sadker "Symposium on Equality", loc. cit.

Esther Westervelt states

> ...we diminish girls' appreciation of their bodies' potential and prowess in yet another way: we sharply increase sex segregation in athletic activities. Rather than encouraging all girls to develop their physical strengths and skills to the highest possible potential and, incidentally to acquire the self-confidence that goes with such acquisition, we imply, by the pattern of sex segregation in athletics, that a girl's capacity to develop such skills and strength is necessarily limited and that participation in the more active and competitive sports is "unfeminine".[33]

Sex segregation is even more prevalent in the vocational-technical programs.

> Vocational-technical high schools also segregate in a variety of ways, and it is then that the impact of segregation is most far reaching. Typically, the competencies taught women students in these segregated courses stress clerical skills and hold potential for modest economic returns, while the competencies taught males in the courses range from skills in drafting and electricity to carpentry and printing, and they lead to later well-paid employment.[34]

The extra-curricular activities show segregation as well "the community has also begun to sex type interests and activities through such community sponsored activities as Brownies and Boy Scouts".[35] The emphasis in male leadership develops through the grades. Westervelt states "We are content to give boys more leadership in school affairs. We make no attempt to counteract this trend,

---

[33]Westervelt, op. cit. 7

[34]Sadker, Sexism, op. cit. 73

[35]Westervelt, op. cit. 6

which is an inevitable outgrowth of sex role distinctions regarding leadership in our society".[36]

Sadker says "Too often rewards, honors and a variety of appointive leadership positions are reserved for males only".[37]

Even the open classroom situation which has the potential to eliminate this tendency falls prey to the socialization pressure of society. Cynthia Fuchs Epstein says

> This is especially true in today's open classrooms where it is believed that the natural condition for young children is separation according to sex because that is what the children tend to do. As a result, teachers work with separate and unequal groups and treat them differently, pushing boys into math and sciences and reacting to a cultural motif in working with girls to do nicer writing and to play with words. Not pushing girls by demanding that they do math and science, insisting they work hard and inquire, we are doing them no service by our permissiveness. The school ought to consider that it has additional work to do to counterbalance the prejudices of centuries. Freedom in the open classroom merely reflects the ongoing pattern.[38]

The entire process leads to loss of both academic potential and sense of self-esteem for female students.

> This sacrifice of talent and of dignity has been documented in study after study. Intellectually, girls get off to a better start than do boys.

---

[36] Westervelt, op. cit. 7

[37] Sadker, "Sexism" op. cit. 73

[38] Cynthia Fuchs Epstein "Structuring Success for Women: Guidelines for Gatekeepers", Journal of National Assn. of Women Deans, Administrators & Counselors, 37 (Fall, 1973) 40

> They begin speaking, reading and counting sooner. However, during high school the pattern is reversed and girls' performance on ability tests begins to decline. Furthermore, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts. Although women achieve higher secondary school grades than do men, they are less likely to believe that they have the ability to handle college work, and 75 to 90 percent of the most academically competent high school graduates who do not attend college are women.[39]

Many women don't enter a field because they believe what they have been told. They assume that a woman isn't capable of or wanted in specific professions. This is especially true in fields which encompass math and science. In an article in the New York Times, Robert Reinhold states that "...the absence of women was a product not just of simple discrimination but also of ingrained assumptions about what is women's work. It was felt that this deterred girls from seeking training in mathematics, physics, chemistry and other areas necessary for technical careers".[40]

Myra and David Sadker in "Today's Education" Symposium on Equality, state:

> Girls growing and maturing in sexist school environments are shortchanged. Statistics continue to indicate that proportionately fewer women than men (in 1972, 46 percent vs. 53 percent, respectively) end up in college the fall following high school graduation.[41]

---

[39] Sadker, "Sexism", op. cit. 73

[40] Robert Reinhold, "Sex Bias Still Marks Science & Engineering" N.Y. Times (April 25, 1974) 57

[41] Sadker, "Symposium", op. cit. 81

So an object as simple as a book on the most primary level becomes the foundation of a process that continues throughout a girl's life. This process effects her school career, job and marriage, but most important, her self image. For, if she is told that she can't do "it" or isn't capable of doing "it", or isn't wanted to do "it", she grows to believe that these prophesies are true and lives so as to fulfill them.

(4) Counselor's Attitudes - Role in Career Development

The light in which a counselor sees a client will have a great effect on the information that is given to the client. Studies have shown that the stereotypes held by many professionals mirror and sometimes intensify those held by the general public.

Collins and Sedlacek state

> These findings provide clear evidence that clinicians do accept the sex-role stereotypes in our culture, and by doing so, help perpetuate these stereotypes...An overview of literature suggests that professionals have sometimes been more a part of the problem than of the solution.[42]

This charge becomes most serious when viewed in relation to the types of decisions the counselors are helping their

---

[42] Anne M. Collins & William E. Sedlacek, "Counselor Ratings of Male & Female Clients", Journal of National Assn. of Women Deans, Administrators & Counselors, 37 (Spring, 1974) 129

clients with. "This activity seems especially crucial for professionals working with women who are making far reaching decisions about their future lives."[43]

A study done by Collins and Sadleck investigating counselor's rating of male and female clients found that counselors viewed male clients as being more vocational-educational oriented than females.[44] This is significant in relation to career counseling. If a woman is viewed as not being vocationally oriented, she will more likely not receive adequate unbiased information so that she can make a good clear choice by herself. In most cases

> girls are victims of a cultural lag, where home and school have conditioned them to accept a role definition that is no longer valid. They have been encouraged to see the homemaker and mother role as the primary female role, while boys know from an early age that they will be expected to seek employment.[45]

This is not a realistic image of the world today. More women are working and for longer periods in their lives than ever before. But girls aren't given the proper guidance to face today's problems. They aren't making realistic vocational plans. Lewis E. Patterson gives reasons why vocational counseling has so little impact on girls.

> 1. By the time girls reach secondary schools, where most vocational counseling begins, they have usually become predisposed by enculturation to

---

[43] Ibid.

[44] Ibid.

[45] Patterson, op. cit. 270

express the "feminine core" of personality, at the expense of effective planning encompassing both the sex role and the competitive achievement role.

2. Some counselors, unfortunately, are as unaware as their clients of the societal changes that have made career planning for girls more necessary. They still operate within the old stereotype of the girl having a career "to fall back on". Some counselors do not know that 40 percent of all married women are currently employed and that a girl who marries and has two children can still anticipate a 22 year period of employment during her life.

3. Counselors generally do not directly confront the issues of sex identity and vocational identity as an interrelated package. Therefore they fail to deal with the intrapsychic conflict experienced by the adolescent girl client.

4. Vocational counselors rarely use the full power of the vocational development theories in their work. Instead of concentrating on the life style, life space, and life stage of the client, they focus on those client attributes that can more easily be codified for trait-factor matching.

5. Counselors often do not face job discrimination and do not prepare female clients to meet the challenge of finding career satisfaction in spite of discrimination.

6. Time limitations on contact between counselor and client often reduce the likelihood of significant impact. [46]

In order to properly prepare girls for today's new options the guidance counselor then must act in the role of both information giver and social agent. Sandra and

---

[46] Patterson, op. cit. 269

Daryl Bem state

> The guidance counselor is strategically placed either to act as a catalyst for these forces (of change) or to counsel young men and women into a stereotype of work and family which no longer matches reality. Because most adolescents are not yet sensitive to these trends and because young girls have already learned to limit their horizons to home and family, the guidance counselor must be prepared to act as a social change agent.[47]

Edwin C. Lewis states:

> As persons who are dedicated to the proposition that every individual in our society should have the opportunity to develop his or her potentialities to the fullest, counselors should be leading the fight to eliminate all artificial barriers, including not only race and social class, but sex as well. The question is, therefore, not whether girls deserve counseling equal to that of boys. There is no doubt that they do. The real problem is, "What kind of counseling do girls really want and need?"[48]

There are many opinions as to the type of counseling that should be given to girls. Lewis sees the counselor as helping a girl "to broaden her thinking about job possibilities as well as providing information about the requirements and activities involved in the jobs she is already considering".[49] He also advocates encouraging girls to "plan for secondary vocational future both as

---

[47] Bem, op. cit. 20

[48] Edwin C. Lewis, "Counselors & Girls", Vocational Guidance & Career Development of Women, Herman J. Peters and James C. Hansen (N.Y.: McMillian & Co., 1971) 446

[49] Ibid., 445

short term expedient until marriage and as an 'insurance policy' for later emergencies".[50]

To many this advice would seem to be very traditional and limiting, confining women to the very same stereotypes that the women's movement is trying to eliminate.

Sandra and Daryl Bem see the situation in much more radical terms

> It is not sufficient merely to inform women that their horizons need not be limited to this way, that women are now being accepted - even recruited - into professions that previously were closed to them. The psychological effects of their sex-role conditioning will not vanish that easily. What is required is far more revolutionary. What is required is the beginning of a thorough re-education. Every female adolescent must be encouraged to question the role of "woman" that she has assimilated from her parents and from her culture.[51]

Sandra Pyke and Francis Ricks state:

> Many female students frequent the counselor's office in search of guidance in curriculum or career planning. Counselors can no longer assume that career interest is a passing fancy, and curriculum programs for women must be carefully planned in order to ensure that future careers are not jeopardized or an emerging career interest nipped in the bud by the failure to consider it seriously... It is just not enough to nondirect the bewildered, ambivalent female client into a typical female career decision (teacher, nurse, social worker) and leave her with the palliative that such a career will permit her the options of both marriage and employment. Before women can make

---

[50] Ibid.

[51] Bem, loc. cit.

> realistic career choices, they need to develop the same sense of awareness about their position in society that we have advocated for the counselor. That is, they must familiarize themselves with the nature of the role, why and how this role developed, what alternatives can be successfuly implemented. Before vocational choices are firmed up, women should have an opportunity for self-analysis both on a personal level and vis-a-vis the society at large. Counseling for women must extend far beyond a straightforward career or vocational decision.[52]

Esther Manning Westervelt in a paper to educators of young women speaks of the influence of education on the femininity of the American Woman

> But those who teach and counsel the young need to be quite sure that the values they consciously and unconsciously try to transmit to their students are valid for our world in our time. We who are women and educators have a preeminent obligation to help young women move toward richer and more various conceptions and expressions of femininity.[53]

Ann Steinmann speaks of the role of the counselor

> Every young woman must be helped to make an early start at assessing her own needs and measuring these needs in relation to the environment. Some girls may harbor illusions about careers, the result of shortsightedness with regard to bearing children. Others may want children too soon, before being able to exercise mature judgment on the matter. The counselor must probe the roots of these problems and must help clients plan realistically for their solution. If, for one reason or another, a woman is forced to suppress her need for self-expression, she will experience a loss of self-esteem; she will become less effectual in all spheres of her life.

---

[52] Sandra W. Pyke & Frances A. Ricks, "The Counselor & The Female Client", The School Counselor, 20, (March,1973) 281

[53] Westervelt, op. cit. 11

> For a woman to obtain gratification in her life, she must continually develop deep reservoirs of intellectual and spiritual strength. Counselors must encourage this development, but in order to do so, they must be aware of their own attitudes and feelings about women's roles.[54]

There are varying opinions as to exactly the degree of aggression a counselor must use in dealing with the new life values of women. But the underlying assumption is the same in all instances - the counselor is an extremely influential person in life decisions and must be very much aware of his attitudes because they are incorporated into the counselee's decision as well as being strongly perceived by the client.

(5) New Programs

There is a definite need for programs for the education and definition of the status of women and the new life styles available to them. This effort should be made evident at two levels.

One level should be focused on the educators and counselors. Another level should be focused on the girls who are about to make major lifetime decisions.

On the subject of counselor education, Lewis E. Patterson states:

> Better counselor education and more realistic counselor load would resolve most of the remaining problems in counseling for girls. Counselors must

---

[54] Anne Steinmann, "Female Role Perception as a Factor in Counseling", Journal of the National Assn. of Women Deans, Administrators & Counselors, 34 (Fall, 70) 32

> avoid giving outdated and irrelevant information. If counselors have the training and time to enter meaningful counseling collaboration with their clients, outdated advice will subside in favor of informed leadership and understanding.[55]

Bill Bingham in discussing the implications of his study on "Counselors' Attitudes Toward Woman and Work" states: "Questions about effective counseling inevitably raise parallel questions about counselor preparation... the education that counselors receive should certainly help them to make their professional services equally effective for all prospective clients without regard to their sex".[56]

Kalunian, Cymerman & Lopatich state: "Because sex-role stereotypes are so pervasive, counselors and teachers may find it helpful to work together in consciousness raising groups and to study the influences that their ideas and behavior have on children".[57]

Programs must be offered, during college and graduate school, that would raise the counselor's awareness to the problems of sex stereotyping. For those counselors who are now out of the formal training programs, courses on

---

[55] Patterson, op. cit. 274

[56] William C. Bingham & Elaine W. House, "Counselors' Attitudes Towards Women & Work", Vocational Guidance Quarterly, 21 (Sept. 1973) 23

[57] Kalunian, op. cit. 136

this subject should be offered through various in-service and extension programs. Brookdale Community College in Lincroft, New Jersey, is offering a course with in-service credit entitled "Humanizing Stereotypes: A Skill Building Workshop for Counselors". The course description states "In this workshop we will identify stereotypes which counselors encounter in the school experience. Alternate methods for using and changing these stereotypes will be designed, experienced and evaluated".[58]

The need for programs aimed at girls about to make major lifetime decisions is obvious. There are new programs being developed constantly. New programs are taking shape in many ways. One program developed by Kalunian, Lopatich and Cymerman consisted of lessons to be used in a classroom within a career development program. The approach "consisted of a three step process: increasing awareness, reconditioning role perception and developing new attitudes".[59] The outline of these lessons were published as "The Counselor's Workshop: Sex-role Stereotyping in Career Awareness", Elementary School Guidance & Counseling, Sept. 1973.[59a]

---

[58] See Flyer of Brookdale Community College, Community Services "Three-In-One" Counselor's Workshop.

[59] Kulanian, loc. cit.

[59a] Ibid.

Another program developed by Margaret Howell has a different approach. This is a complete "counselor presented unit designed to make young girls aware of the realities of women's lives and of the choices of life style now available to them".[60]

It was aimed at 8th grade girls but can be easily adaptable to many other levels. The program and its lesson plans, techniques and mechanics were described in "New Horizons For Girls", The Guidance Clinic, Nov. 1972.[61]

Another program developed by Birk and Tanny was based on a three session consciousness raising session to be given by the guidance department. It was presented as an exploration of role and value in relation to career exploration & set forth many techniques that could be adapted to many other programs. The program can be found in the Eric Resource File under "Career Exploration for High School Women: A Model".[62]

Still another approach was developed by Brookdale Community College. They presented an all day seminar

---

[60] Margaret Howell, "New Horizons for Girls", The Guidance Clinic, (Nov. 1972) 1

[61] Ibid.

[62] Janice Berk & Mary Tanny, "Career Exploration for High School Women: A Model", paper presented at the American Personnel & Guidance Association, Atlanta, Georgia (May 23-27, 1973), ERIC #ED079662

for high school girls and their mothers to explore the new life styles and choices for girls and discuss the realistic implications of them. This program was not published.

The level and variety of programs are wide. The question of the need for such program meets consistent agreement from experts in the field. The only factor left is the actual presentation of such programs on different levels in all localities.

CHAPTER III

THE STUDY

The instrument used in this study was designed by William C. Bingham of Rutgers University in 1971. The questionnaire was designed to test the attitudes and information that high school counselors have towards the girls to whom they give guidance. Dr. Bingham states that "In the present social context, it is important to know how counselors compare with other groups. How knowledgeable they are about women and work? Are they informed about recent reports concerning working women? Are their attitudes supportive of women who are trying to overcome obstacles?"[1] This instrument measured the same information sought by the author of this study. It was, therefore, decided to use this same instrument on a different population.

The original population was a 10% sample of all high school guidance counselors in the State of New Jersey. The sample in this survey was the high school guidance counselors in Monmouth County. The questionnaire consisted of 50 true-false items. Of these 50 items, 25 pertained to attitudes and 25 pertained to information that the counselors held towards women and work. (See Appendix).

---

[1] William C. Bingham, Elaine W. House "Counselors View Women & Work: Accuracy of Information", Vocational Guidance Quarterly" 22, June, 1973, P. 262

Results of the original survey showed that the counselors manifested fairly accurate information. But there were differences in the accuracy of information according to sex, with women being slightly better informed. With regard to the attitudinal section, again it was found that the counselors were more positive than negative in their attitudes towards women and work, with the same sexual bias as in the informational section. But their attitudes were not as clearly defined as Dr. Bingham had anticipated. Dr. Bingham therefore felt the implications were that girls would feel uncertain about where they stand with their counselors and they would find greater support from female counselors. Dr. Bingham suggests that data analyzed in his study warrent further investigation on different populations. It was through these implications and the closeness of the material being sought and analyzed to that of the author's area of concern, that this instrument was chosen for this study.

There were a total of 54 counselors that were tallied in this survey. There were 32 men and 22 women. More than 54 counselors responded to the questionnaire but they could not be included in the results because they didn't answer the questionnaire properly. A mistake in the printing of some of the questionnaires further invalidated additional returned questionnaires.

On the whole, the counselors who responded were fairly well informed. They properly endorsed the following items on the informational section: 1, 4, 11, 13,15, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 38, 43, 44, 49. This included a wide range of information sampling topics such as: as homemakers women aren't included in the labor force (#15); women who complete college usually do marry (#17); women can be accommodated in jobs where they are usually not employed (#18); that women will tend to advance quicker in job areas where women usually predominate in the labor force (#44); that women will probably work at some time in their lives (#23); and will work in jobs less likely to be covered by social security benefits (#19); women do perform their jobs as adequately as men (#38); but earn less at it (#1) and have more jobs restricted to them than men do (#22).

On two items the counselors almost unanimously endorsed the wrong answer: #28 - the discrepancy between men and women's salaries is increasing, and, #43 - the probability that women will move into leadership roles in the future is limited. The results of these two questions is consistent with the original survey. Dr. Bingham speculates that these incorrect responses are due more to a misinterpretation of the question rather than misinformation.

There were sex differentiations on the following questions in the informational section: 1, 11, 13, 14, 19, 26, 33, 41, 45. More women knew that job titles are changed so that men are paid more than women (#45). More women knew that women are usually employed in areas not covered by social security benefits (#19). Proportionately more women than men knew that women suffer more discrimination than blacks do (#41). And proportionately more women felt that women could function equally well as homemakers and workers (#11).

There was divided opinion on some questions which showed about the same amount of men and women agreeing and disagreeing with the item. There was split opinion as to whether or not women college graduates need clerical skills in order to get a job (#21). Whether or not women have equality in college teaching also brought a split opinion.

There were two questions where the answers of one sex indicated an ideal rather than reality. On #27 the men felt that upward mobile women could advance in any field. The women were split on this question. On #30 the women were split as to whether working hours conflicted with other responsibilities and, therefore, restricted women to certain jobs. This would indicate that the women were answering as to what they would like to see rather than what is.

Many of the questions in the attitudinal section were answered in accordance with the keyed response. These items were: 3, 6, 7, 8, 9, 10, 16, 20, 24, 31, 40 and 42. The counselors disagreed, in their endorsement of a question, with the keyed response in three cases. Item 55 - vocational counseling is more difficult with girls; item 24 - it is difficult to work with girls because occupations are closed to them; and item 40 - men found it difficult to marry women with more education than they have.

There was divided opinion without sex bias by the counselors on item 2 - men prefer men as bosses; item 36 - in order to succeed in a man's field, women must surpass men in ambition and intelligence. This is a complete change from the original study in that these questions showed divided opinion; but none of the questions that showed divided opinion in the original showed up here.

The items that showed a sex difference were: 3, 5, 10, 20, 32, 35, 36, 39 and 50. These differences covered topics such as workers benefits (33); difficulty in giving vocational counseling to girls (#5); restrictions of jobs to women based on physical requirements (#10). Most important in these splits were the questions that deal with attitudes towards the roles of women in our society (items 32, 35, 50). Generally men see women as being better in much more traditional roles than the women did. This would indicate

that men counseling girls would direct them into more traditional roles than would women counselors.

There is one factor to be taken into consideration in viewing the statistical data presented by the survey. Generally women answered in a much more aware manner than the men did. The question that arises is whether or not these answers are actually part of the attitudes of these women, or are they answering what they think the answer should be. In actual counseling situations are their attitudes as liberal as they appear to be on paper? This same line of reasoning can be applied to the men's answers as well.

The general interpretation of the data of this survey is that the counselors are fairly well informed about the situation of women in the working world. Their attitudes are in a progressive direction. The women who were surveyed are better informed and more progressive than the men in almost every case. The answers to the attitudinal section should be given greater consideration as these will be reflected more in actual counseling situations than the correct pieces of information about working women. The implication of the survey is that women are better suited to counsel girls in career development as they are more aware and sensitive to the girls' problems.

CHAPTER IV

DEVELOPMENT

In an effort to secure a better return of the questionnaire, the author approached the Brookdale Community College, Community Services Division. This division of the school is concerned with non-credit courses, conferences and cultural events in the community at large. Many of the course offerings are in-service courses for the county's public school system. It was decided that there was an interest by the college in the questionnaire.

The Monmouth County Guidance Counselors Association, Monmouth County Directors Association and Brookdale Community College used this questionnaire in a joint effort to determine the areas of greatest need in the county's counselors.

The analysis of the questionnaire proved that this weakness laid in the realm of stereotypes. A joint three part program was developed by these three agencies. The aim of this program was to humanize the counseling experience by teaching the counselors how to identify and then work with the stereotypes that they were meeting in the guidance process. These stereotypes could eminate from either the counselor or the counselee.

The program was initiated at the bi-annual joint

conference of the total membership of the Monmouth County Counselors Association and Monmouth County Guidance Directors. Dr. William C. Bingham, originator of the original questionnaire, addressed the group on the topic of "Counselors As Humanizers of the School Experience". The major portion of the program was a six week in-service course, taught by Carol Tuner, Counselor at Ryder College, entitled "Humanizing Stereotypes: A Skill-Building Workshop for Counselors". This was a five week course, meeting for three hours a session. The purpose was to identify stereotypes that counselors encountered. Alternate methods for using and changing these stereotypes were designed, experienced and evaluated. Included was an implementation of a similar program for other counselors.

The final section of the program was at the second semi-annual joint meeting of Monmouth County Counselors Association and Monmouth County Guidance Directors. At this time, Dr. Bingham again addressed the group. There was a demonstration workshop by the counselors who participated in the five week course.

In his original study, Dr. Bingham raised a question of a parallel question of counselor effectiveness and counselor preparation. "The education that counselors receive should certainly help them to make their professional services

equally effective for all prospective clients without regard to their sex".[1] The Monmouth County Counselors Association, Monmouth County Guidance Directors and Brookdale Community College have made a major effort to insure this goal. This three part program has been an effort to increase the county's counselors' sensitivity to the problems that high school girls face today in career choice as well as choice of life style.

---

[1]Bingham, William C., "Counselors Attitudes Towards Women and Work", Vocational Guidance Quarterly, 22 (Sept. 1973)

CHAPTER V

CONCLUSION

Summary

The traditional role for women has been assumed to be that of wife and mother. Realistic statistics, however, show that more and more women are returning to the work force after raising children or never leaving the labor market to become full time mothers. Women can now expect to face an average of 25 years in the labor force. Yet, in spite of these figures, there is surprisingly little realistic career counseling given to girls.

The hypothesis that has been set forth in this thesis is that boys and girls are not given equal guidance in locating and developing talents for career development. This study was undertaken to determine

(1) the extent to which this problem is seen to exist by published experts in the field,

(2) the attitudes and information that high school counselors in Monmouth County, New Jersey, have towards girls and their career development,

(3) new programs and techniques that are being developed.

The career awareness of girls is the end result of a complex process that is dependent on the sex-role perception and stereotyping that a major aspect of the socialization

process that girls go through while growing up in this society. Children aren't born with set modes of expected behavior that coincides with their sex. The manner in which people pattern themselves is acquired from the society around them. Studies have shown that parents treat boys and girls differently. Vocational aspirations are not an integral element in the socialization process of girls. As she grows and enters the school environment, the socialization is reinforced by books, media, staffing procedures and curriculum policies. These processes tend to alter and limit her self-image. When a girl finally does face an employment situation, she has been deprived of experiences that would have enabled her to develop talents that are potentially marketable. She enters the job market as a disadvantaged person. She is forced to accept jobs that are "dead ended", that is, have no possibility or scope of development. Through various processes both external and internal, she is kept out of jobs that are considered "men's" jobs. This process further serves to limit the range of employment possibilities.

The counselor can and should be one of the forces that broaden the scope of a girl's self image, but often the counselor only compounds the process that has been going on for approximately 15 years. Counselors being a product of the same society have similar beliefs as those of the general public. They see girls as being less vocationally

oriented and counsel girls into "safe" careers that they "can fall back on".

The study that was conducted as part of this thesis concerned itself with the high school guidance counselors of Monmouth County, New Jersey. The study surveyed the information and opinions that these counselors have towards women and work. It was found that, on the whole, the counselors were fairly well informed on topics about women in the labor force. They knew that women do represent a major factor in the labor force and do perform their jobs as adequately as men do. The counselors did not come out as progressive on the attitudinal section as they did on the informational one. There was a dichotomy according to the sex of the counselor. The split became most definite in dealing with questions of women's role in society. The men were far more traditional in their attitudes than were the women. The implications of the survey were (1) that women are better suited to counsel girls than are men; (2) better counselor education is needed.

The results of the survey underscore the need for better counselor education. Counselors should be taught how to see beyond those stereotypes in society that keep women from developing their full potential. This education can take place on various levels both within the formal educational process that counselors go through, as well as on an in-service basis once they are practicing in the field.

Implications

The final implications of the survey are that there are tremendous needs for re-education in regard to the role that women occupy in this society. Vocational education must allow women to develop their fullest potential as human beings in a society where all available skills are needed to face the monumental problems of today's life patterns. Girls and boys must be educated to see that there are alternatives to the traditional orientation of roles in our society. They must be shown that there are conscious decisions to be made in day to day living when the decision for a woman to work has been made which are assumed duties in traditional relationships. Many aspects of basic household duties and child care take on new dimensions when a woman makes a decision to pursue a non-traditional role. There are solutions to the problems that arise that are easily determined, but must be consciously discriminated by the men and women who choose alternate life styles. While these are prosaic considerations, they must be incorporated into the vocational education of today's youngsters. Both boys and girls must be given a firm and realistic background in order to make realistic decisions about how to develop their lives and talents. This is not to negate traditional roles, if they are consciously chosen. The education and socialization process must, however, provide the information on the

implications of life and work styles in both traditional and non-traditional roles.

Counselors must receive information on how to counsel so that they help each girl and boy to develop his or her own unique and individual talents and interests. Counselors must be conscious of the new life styles and their implications and be conscientious not to merely "track" them along in the educational process.

BIBLIOGRAPHY

BOOKS

Amundsen, Kirsten, The Silenced Majority: Women and American Democracy, Englewood Cliffs, N.J.:Prentice-Hall Inc., 1971

Bardwick, Judith M., (Ed.) Readings on the Psychology of Women, New York, Harper & Row, 1972

Bird, Caroline, Born Female: The High Cost of Keeping Women Down, New York, David McKay Co., Inc., 1968

Dahlstrom, Edmund (Ed.), The Changing Roles of Men and Women, Boston, Beacon Press, 1971

Epstein, Cynthia Fuchs, Women's Place, Berkeley, University of California Press, 1970

Lewis, Edwin C., "Counselors & Girls", Vocational Guidance & Career Development, eds.Herman J. Peters & James C. Hansen, N.Y.: MacMillian & Co., 1971

Merrian, Ev, After Nora Slammed the Door, New York, World Publishing Co., 1964

Psathas, George, "Toward a Theory of Occupational Choice for Women", Vocational Guidance & Career Development of Women, eds. Herman J. Peters and James C. Hansen, N.Y., MacMillian & Co., 1971

Scott, Anne Firor (ed.), The American Woman: Who Was She? Englewood Cliffs, N.J., Prentice Hall, Inc. 1971

Useem, Ruth Hill, "Changing Cultural Concepts in Women's Lives", Vocational Guidance & Career Development of Women, eds. Herman J. Peters & James C. Hansen, N.Y.: MacMillian & Co., 1971

BIBLIOGRAPHY

PERIODICALS

Bingham, William C., House Elaine W., "Counselors View Women and Work:Accuracy of Information" Vocational Guidance Quarterly, 22, June, 1973, 262-268

Bingham, William C., House Elaine W., "Counselors Attitudes Towards Women and Work", Vocational Guidance Quarterly, 22, Sept., 1973, 16-23

Bruemmer, Linda, "The Condition of Women in Society Today: A Review - Part I", Journal of National Association of Women Deans, Administrators and Counselors, 32, Fall, 1969 , 18-23

Collins, Anne M. and Sedlacek, "Counselor Ratings of Male and Female Clients", Journal of National Association of Women Deans, Administrators and Counselors, 37, Spring, 1974, 128-132

Epstein, Cynthia Fuchs, "Structuring Success for Women: Guidelines for Gatekeepers", Journal of National Association of Women Deans, Administrators and Counselors, 36, Fall, 1973 , 34-41

Fredriksson, Ingrid, "Sex Roles & Education", International Review of Education, 19, 1973 , 64-76

Good, Mary G., "Where Have All the Young Girls Gone?", Man/Society/Technology, 33, Jan., 1974, 100

Hawley, Peggy, "What Women Think Men Think: Does It Affect Their Career Choice?", Journal of Counseling Psychology, 18, May, 1971 , 193-199

Howe, Florence, "Sexism in Education and the Aspirations of Women", Changing Education, 5, Winter/Spring, 1974, 30-34

Howell, Margaret, "New Horizons for Girls", The Guidance Clinic, 5, Nov., 1972, 1-8

Kalunian, Peter and others, "The Counselor's Workshop: Sex Role Stereotyping in Career Awareness", Elementary School Guidance & Counseling, 8, Dec. 1973, 135-139

BIBLIOGRAPHY

PERIODICALS

McMillin, Marvin R. and others, "Opinions on Career Involvement of Married Women" Journal of National Association of Women Deans, Administrators and Counselors, 34, Spring, 1971, 121-124

Meir, Elchanan I., "A Simple Vocational Interest Inventory for Counseling", Vocational Guidance Quarterly, 22, Dec., 1973, 136-138

Mowsesian, Richard, "Education & Career Aspirations of High School Females", Journal of National Association of Women Deans, Administrators and Counselors, 35, Winter, 1973, 65-70

Omvig, Clayton P., "Counselors' Attitudes Toward College Preparatory and Vocational Education", Vocational Guidance Quarterly, 22, Dec. 1973, 140-145

Patterson, Lewis E., "Girls' Careers - Expression of Identity", Vocational Guidance Quarterly, 22, June, 1973, 269-275

Pyke, Sandra W. and Ricks, Frances A., "The Counselor and The Female Client", The School Counselor, March, 1973, 280-284

Sadker, Myra & David, "Can Americans Be Equal? - A Symposium", Today's Education, 63, March-April, 1974, 76-82

Sadker, Myra & David, "Sexism in Schools: An Issue for the 70's", Journal of National Association of Women Deans, Administrators and Counselors, 37, Winter, 1974, 69-74

Steinmann, Anne "Female Role Perception As A Factor In Counseling", Journal of National Association of Women Deans, Administrators and Counselors, 34, Fall, 1970, 27-33

Wehrly, Beatrice L., "Children's Occupational Knowledge", Vocational Guidance Quarterly, 22, Dec. 1973, 124-129

Westervelt, Esther Manning, "Femininity in American Women: The Influence of Education", Journal of National Association of Women Deans, Administrators and Counselors, 35, Fall, 1971, 2-12

Wolfe, Helen Bickel "An Analysis of the Work Valves of Women: Implications for Counseling", Journal of National Association of Women Deans, Administrators and Counselors, 33, Fall, 1969, 13-18

BIBLIOGRAPHY

GOVERNMENT PUBLICATIONS

U.S., Dept. of Labor, "Facts About Women Heads of Households and Heads of Families" (Washington: Women's Bureau, 1973)

U.S., Dept. of Labor, "Why Women Work", (Washington: Women's Bureau, 1973)

U.S.,Dept. of Labor, "Women Workers Today", (Washington: Women's Bureau, 1973)

U.S.,Dept. of Labor, "Careers For Women in the 70's", (Washington:Women's Bureau, 1973)

U.S., Dept. of Labor, "Laws on Sex Discrimination in Employment" (Washington: Women's Bureau, 1973)

New Jersey, Department of Education, "Simulations and Career Education (by Gordon Law, Jr.) Bureau of Occupational Resources Development Publication (Trenton: Special Paper, Feb. 1972)

NEWSPAPER ARTICLES

Associated Press dispatch, "Women Urged to Prepare for Top Financial Posts", Plainfield (New Jersey) Courier, March 4, 1974

Reinhold, Robert, "Sex Bias Still Marks Science, Engineering", New York Times, April 25, 1974

ERIC

Bem, Daryl J. and Sandra L., "Training Women to Know Her Place-The Social Antecedents of Women in the World of Work", Pennsylvania Dept. of Ed., Harrisburg ED 082-098

Birk, Janice and Tanney, Mary, "Career Exploration for High School Women - A Model", paper presented at the American Personnel & Guidance Association Convention, Atlanta, Georgia, May 23-27, 1973, ED 079-662

QUESTIONNAIRE

	TRUE	FALSE
1. More than half of the women working in the United States today earn less than $5,000.00 per year.		
2. No man really prefers to have a female boss.		
3. Women's demands for equality are really a "smokescreen"; they already enjoy many advantages in the labor force such as earlier retirement, maternity leave, more liberal sick leave privileges, shorter working hours, special lounge facilities, etc.		
4. Women need more alternatives for employment than are currently available to them.		
5. Vocational counseling is much more difficult with high school girls than it is with boys.		
6. Women are too emotional to fill high positions in government.		
7. The time and money spent on training women for high level jobs is largely wasted.		
8. When a man with a family to support and a single woman perform the same work, the man should be paid more.		
9. Complete equality for women is unrealistic.		
10. Many jobs should be closed to women because of the physical requirement.		
11. Most women are capable of performing well as both worker and homemaker.		
12. Women today want to have their cake and eat it, too.		
13. In general, women are less able than men.		
14. In the U.S. Census, women who are homemakers are considered as not in the labor force.		
15. Employment practices clearly discriminate against women.		

TRUE FALSE

16. Women in business are good administrators and supervisors.

17. Approximately 40% of American women who held College degrees never marry.

18. There is no reasonable way to facilitate the employment of women in jobs such as welder, night watchman, truck driver, etc.

19. Women are more likely than men to work in jobs not adequately covered by Social Security benefits.

20. Many women can perform better than men in some jobs that are presently considered "for men only".

21. Female college graduates need clerical skills as well as a diploma to get employment.

22. There are more jobs in the U.S. that are totally closed to men than those that are totally closed to women.

23. According to present estimates, 90% of the women in the U.S. can be expected to work some time in their lives.

24. It is difficult for counselors to work effectively with girls when so many occupations are closed to them.

25. Approximately 2/3 of the married women in the U.S. today are working for income.

26. In the U.S. today, there are few jobs that cannot be performed equally well by men and women.

27. There is no place in modern American Society for upwardly mobile women except in very specialized fields.

28. The discrepancy between salaries received by men and women for doing the same work is increasing.

TRUE FALSE

29. In spite of legislation which makes it illegal to do so, many companies continue to restrict employment opportunities for women.

30. Because typical working hours are not compatible with women's other responsibilities, many job opportunities are "automatically" closed.

31. One of the major reasons so many young people today have sex-role identification problems is that too many women try to compete in business on equal terms with men.

32. The most important function of women is being "mother"; all other roles are secondary.

33. On the average women spend about 25 years in the labor force.

34. As a rule, men make better counselors than women.

35. Working women feel guilty about being away from their homes and children.

36. In order to succeed in a field traditionally considered a man's domain, women must surpass men in both ambition and intelligence.

37. Something must be "wrong" with a woman who wishes to perform a traditionally male job.

38. In most occupational situations, women perform as adequately as men.

39. Down deep, most women don't want equality.

40. Men find it difficult to marry women who have more education than they do.

41. Some statistics indicate that women suffer more from discrimination than blacks do.

42. School principals pay more attention to requests or suggestions which come from male teachers than to those which come from female teachers.

TRUE FALSE

43. In the foreseeable future, women will fill only very limited leadership roles in work settings.

44. Women tend to advance into supervisory positions almost exclusively in those occupations in which there is already a predominance of women.

45. Employers change job titles so they can pay women lower wages or salaries.

46. One area in which women have gained equality is college teaching; they are just as likely to be full professors as are men.

47. It is acceptable for women to work to supplement family income; it is unrealistic for them to expect meaningful implementation of vocational self-concepts.

48. Since most women marry and depend on their husbands, it is appropriate that boys be better educated than girls.

49. Many companies make fringe benefits to male and female workers.

50. Women excel in fields requiring awareness of sensitivity to the needs of others.